

Summary of Superintendent-Director's Evaluation

The evaluation of the Superintendent-Director is an annual 5-step process that begins with a self-assessment using performance Standards provided by the MA Department of Elementary and Secondary Education. The self-assessment is followed by goal setting, plan implementation, a mid-year formative assessment/update and concludes with an End-of-Cycle Report on progress toward each goal and performance pertaining to the Standards. The timeline for the evaluation process begins in July and concludes in June of the following year. The evaluation process is a public process and takes place in open session at scheduled school committee meetings throughout the year.

The Superintendent-Director is rated based upon his/her performance in the following four Standards: I. Instructional Leadership; II. Management and Operations; III. Family and Community Engagement; and IV. Professional Culture. The Superintendent-Director earns a rating of Exemplary, Proficient, Needs Improvement or Unsatisfactory in each of the four standards.

As part of the summative evaluation process, the Superintendent-Director prepares an End-of-Cycle Narrative Report for use by the School Committee to rate his/her summative performance in each of the four standards. At a public meeting, the School Committee presents a performance review and End-of-Cycle Summative Evaluation Report assessing attainment of the goals set at the beginning of the process and the Superintendent-Director's performance in each of the four Standards required.

The School Committee members rated the Superintendent-Director Proficient in each of the four categories during the 2019-2020 school year, resulting in an overall summative rating of Proficient. The ratings for each of the four Standards and comments pertaining to performance are provided in the attached document. Ratings pertaining to the Superintendent-Director's progress with regard to his goals are also included. Narrative recommendations made by the School Committee as part of the evaluation process will inform the start of the next evaluation cycle for the Superintendent-Director in 2020-2021.

To view Mr. Aaron Polansky's End-of-Cycle Summative Evaluation Report please continue scrolling.

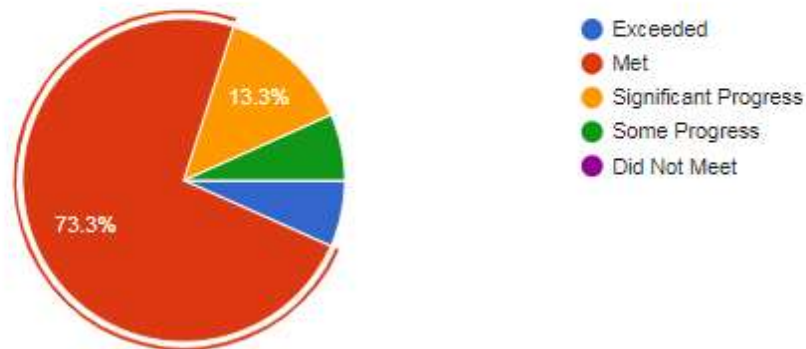
2019-2020 End of Cycle Evaluation

Aaron L. Polansky, Superintendent-Director

This section was used to assess the Superintendent's progress toward his/her goals as identified at the start of the 2019-2020 school year. A self-assessment and committee majority rating are listed.

Goal 1: All Academic and Vocational Instructors will engage in framework review and assessment and unit alignment using the Understanding By Design model.

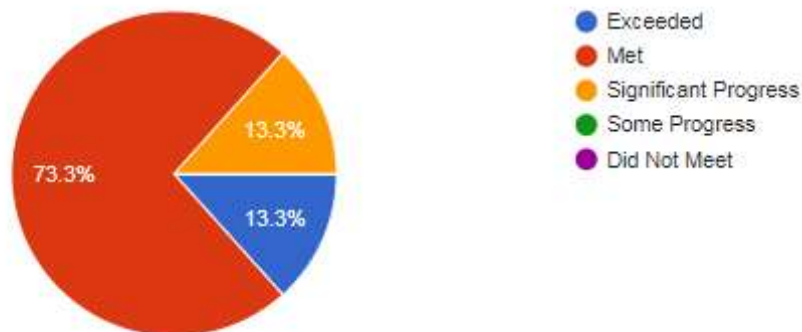
15 responses



Goal 1 Self-Assessment: Significant Progress
Goal 1 Committee Majority: Met

Goal 2: The Superintendent-Director will complete Leading Schools, the first of four courses required to earn the Certificate in School Management and Leadership (CSML), a joint program of the Harvard Graduate School of Education (HGSE) and Harvard Business School (HBS). All four courses will be completed by Spring of 2021 to earn the CSML designation.

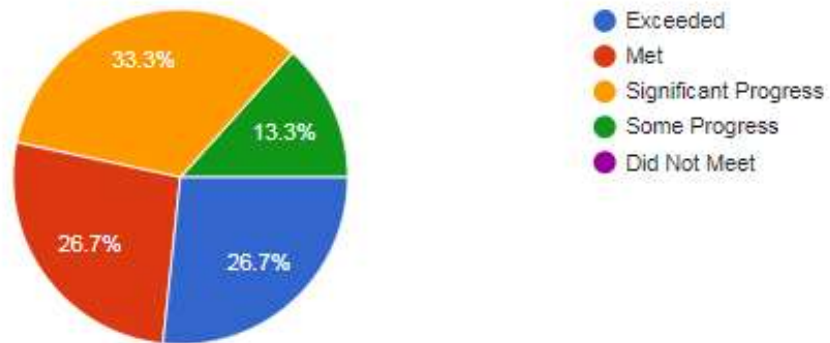
15 responses



Goal 2 Self-Assessment: Exceeded
Goal 2 Committee Majority: Met

Goal 3: Determine Freetown status as it pertains to district membership.

15 responses

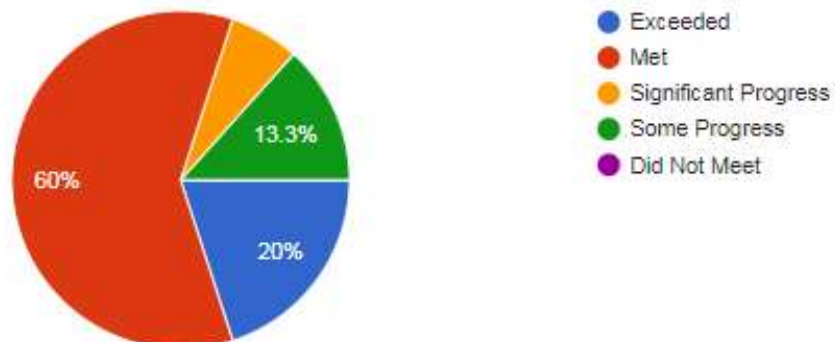


Goal 3 Self-Assessment: Significant Progress

Goal 3 Committee Majority: Significant Progress

Goal 4: Expand district capacity in areas of Wellness, Multicultural Awareness, and Global Citizenship.

15 responses

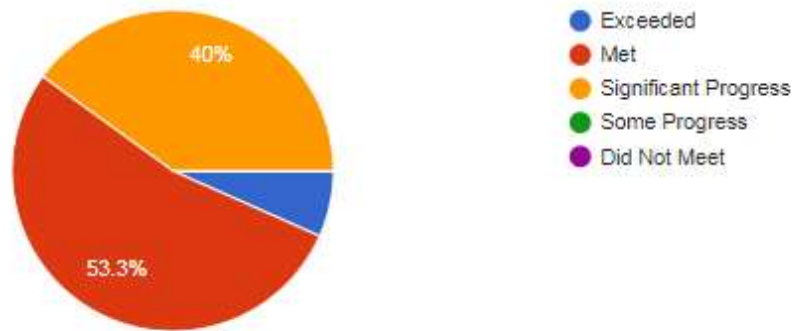


Goal 4 Self-Assessment: Met

Goal 4 Committee Majority: Met

Goal 5: Work collaboratively with stakeholders to develop an updated District Improvement Plan for 2020-2022. The plan will be finalized by May of 2020.

15 responses

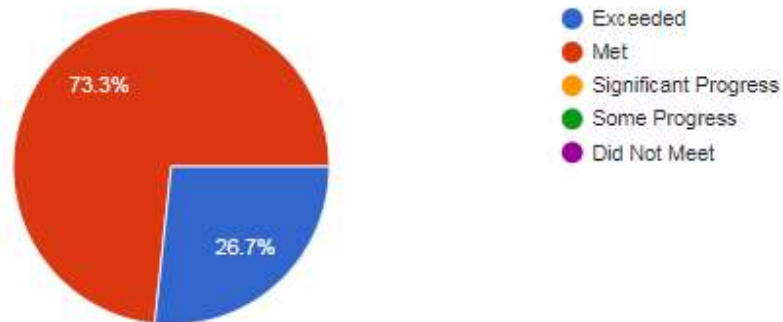


Goal 5 Self-Assessment: Significant Progress

Goal 5 Committee Majority: Met

Goal 6: Prepare Statement of Interest for MSBA application process in April 2020. Time line to be established in collaboration with member towns. Discussions to begin in November/December.

15 responses



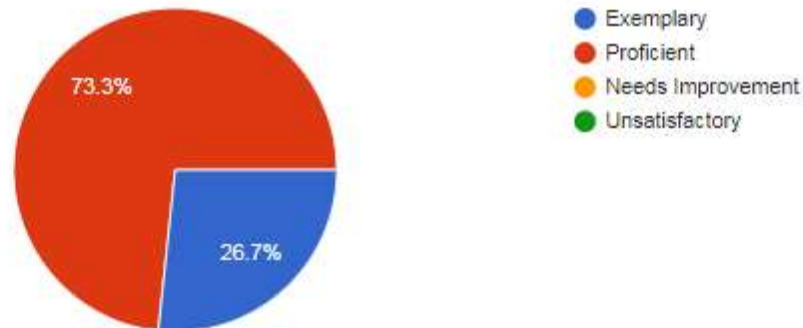
Goal 6 Self-Assessment: Met

Goal 6 Committee Majority: Met

This section will be used to assess the Superintendent's performance in Standards I-IV for the 2019-2020 school year. A committee majority rating is identified for each rating.

Standard I - Instructional Leadership: The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

15 responses



Committee Majority Rating: Proficient

Comments pertaining to Standard I:

* Curriculum revision projects within professional development

* Continued BCC participation

* Some instructional practices (limiting feedback, addressing concerns in a timely manner etc, The plans for diverse learners) implemented in year past; additional detail regarding success and / or adjustments experienced to help gauge progress would have been helpful when reflecting on a measurable goal.

Truly incorporating Maslow and Bloom into every interaction he has with all members of the community, Aaron walks his talk. He is honest, transparent, helpful, and delegates well, using his admin members to help improve the environment for OC and helping to provide his team the experience they need to improve their game as well. Please see other references above that speak to my evaluation of this Standard.

Use of group meetings, digital correspondence, and personnel contact with students and teachers coordinates curriculum and methods of instruction.

There has been so much accomplished -- I have a hard time visualizing how Superintendent Polansky managed to do so much and has organized his extraordinary staff to accomplish so much with him. He has been a visionary establishing, implementing, and promoting the Educational Foundation, its Board, and its activities.

I-A. Curriculum: Every year, Mr. Polansky has continued to expand the Program of Studies at Old Colony. High enrollment numbers in dual enrollment courses at Bristol Community College and the fast-tracking of an Early College Engineering Program with local two and four year colleges is a testament to his forward thinking and connections with workforce organizations. He has developed and nurtured an administrative team who can work toward a common goal with limited supervision.

I-B. Instruction: Since the beginning of his tenure, Mr. Polansky has successfully developed an administrative team who works collaboratively with individuals and departments. Through his mentoring and direct involvement with administrators, the team has expanded effective strategies and practices to help educators improve instructional practices. Students and staff are regularly recognized publicly throughout the school year. Mr. Polansky speaks on the national level addressing his peers and students alike. Program strategies and practices for diverse learners have been established with colleges, through enrichment and remediation programs and direct contact with students.

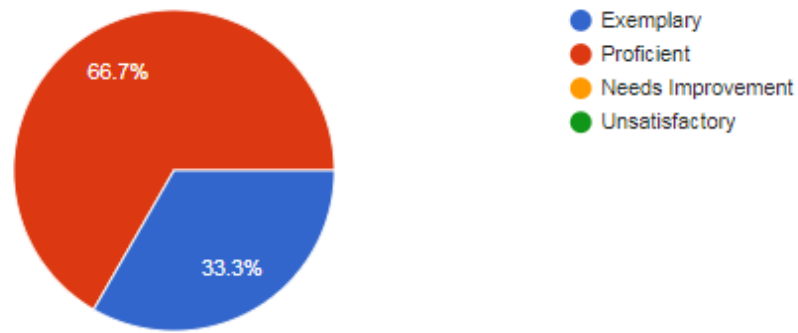
I-C. Assessment: Assessment strategies are in place for academic programs across all grade levels. Students, staff, school committee and community stakeholders are frequently surveyed to solicit feedback and to make adjustments when needed.

I-D. Evaluation: Mr. Polansky strongly believes in using his own evaluation process and goals to mentor administrators in the development of their educational goals and professional practices. He makes numerous staff observations with administrators throughout the school year. Candid conversations with administrators take place regularly to provide support and feedback to help improve their performance. He uses the “listen-then-speak” approach to allow individuals to reflect before offering feedback. A common spreadsheet was created in Google where all administrators have entered their evaluation information. Discussions about the evaluation process, and how to support teachers in their practice, are a regular part of administrative conversations.

I-E. Data-Informed Decision Making: Data is collected by all administrators and used to support academic and vocational programming, MCAS remediation and wellness. Mr. Polansky uses multiple data resources to evaluate administrator and school performance. He strongly encourages these various resources be used by the administrative team to identify and assist students in need of support. Mr. Polansky has successfully used admissions and recruitment software to run detailed reports to address and study trends related to the admissions and recruitment efforts. By using this data, there has been a remarkable increase in student applications to Old Colony over his four year tenure. I attended the first 2020-2023 District Improvement Plan meeting and was impressed by the enthusiasm and input from students, staff, administrators and parents. Unfortunately the extended closure due to COVID-19 has interrupted the process.

Standard II - Management and Operations: The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

15 responses



Committee Majority Rating: Proficient

Comments pertaining to Standard II:

I struggled with the overall assessment rating, while placing it in the proficient as all the needs of the school are being maintained, this evaluation narrative didn't provide reflection on growth nor provide a lot of specifics.

The unfortunate occurrence with the internal Information systems was not referenced. There seemed to be a large gap with prioritization / focus at the time on the security of the school systems.

Aaron maintains high standards and models them for all to see and aspire to. He trusts his team members and faculty to go above and beyond what's good, to aspire to excellence for all students, regardless of skill level. From where I sit, it appears that each student has at least someone (and often many someones) in his/her corner, pulling for them. THIS starts at the top, and, as far as I can see, most, if not all, have bought into the Ubuntu philosophy: "I am because of who we all are." He is also a true believer of the companion philosophy: "If you want to go fast, go alone. If you want to go far, go together." He personifies the team approach, and Old Colony benefits in countless ways.

Use of home schooling, availability of computers, specific home study responsibilities, and emphasize that learning is first. A relaxed yet controlled atmosphere creates a non-stressful environment.

Among all his other extraordinary accomplishments, Aaron successfully navigated Old Colony through a disastrous cyber-attack and brought the School into a safer and more modern place, which protects confidential records and prevents kidnapping of data.

II-A. Environment: Mr. Polansky uses many assessment tools to empower everyone to implement a positive school environment. The use of spiral planning, all-school assemblies and the recognition of

excellence all contribute to the school's success. The impeccable care and improvements made to this 45 year old building over the past 4 years reflects a caring environment loved by all. The atmosphere at Old Colony is one of kindness, compassion and sense of family. Mr. Polansky is always visible and accessible to students and staff. He is approachable and always interested in discussion and dialogue. His selection of speakers this school year for staff professional development included multiple topics about inclusion, equity and positive thinking.

II-B. Human Resources Management and Development: Mr. Polansky showed his keen ability to recruit qualified educators to join his administrative team, with some taking a pay cut. Collaboration and networking with others in the educational field is one of Mr. Polansky's strong points. He has formed a vast group of professionals and provides multiple opportunities to facilitate professional development for him and the administrative team. He goes beyond the traditional forms of career growth strategies.

II-C. Scheduling and Management Information Systems: During the extended closure, Mr. Polansky has lead the way to ensure Student's obtain quality instruction, parents receive support and teacher's acquire the tools to deliver virtual learning. His leadership and approach is recognized and sort after by other professionals in the field. The ease of transition to this form of instruction is a testament to strong relationships built between staff, support personnel and administrators during the school year. Mr. Polansky involves a multitude of organizations and stakeholders and encourages collaboration between them and all administrative team members.

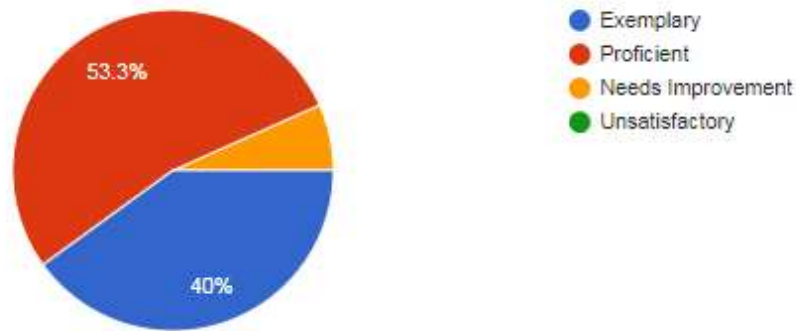
II-D. Laws, Ethics, and Policies: Mr. Polansky remains current on state and federal laws and mandates. He has guided the school committee to ensure the District maintains an updated Policy Manual and is compliant with all education laws. District committee members are fittingly informed about sensitive matters while protecting individual confidentiality.

II-E. Fiscal Systems: The Superintendent-Director and Business Manager work closely to develop a District budget that is fiscally responsible and consistent with District goals. Mr. Polansky aggressively seeks additional funding and grants to further supplement the needs of the District. Under his guidance and direction, the administrative team contributed to the completion of the Statement of Interest (SOI) submitted to the Massachusetts School Building Authority for updates to the current facility.

This is one of his strengths. He is constantly encouraging students and staff and succeeding. Old Colony's staff and students growth is very evident,

Standard III - Family and Community Engagement: The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.

15 responses



Committee Majority Rating: Proficient

Comments pertaining to Standard III:

Additionally, when overcrowding forced a major change in the student acceptance process, Aaron wrote a particularly clear, concise, and caring explanation to the parents and citizens of the affected town, explaining why decisions had to be made. He also met with/wrote to OCSC members, member-town stakeholders, and affected town administrators to inform all of what to expect well ahead of time. He also explained the sensitive dynamics involved in such a change. This was no easy task.

In an early December meeting with member-town stakeholders, he asked pointed questions designed to help each person analyze the information and (ahead of time) develop their opinions and positions, especially regarding the fiscal impact on each town's assessments...so there would be no surprises. Aaron's efforts provided an early-warning and an opportunity for all to become comfortable with upcoming issues facing all members of the OC community.

Using Facebook as an almost daily catalyst, Aaron's made sure that all the great things happening at OC are widely known, and this has been largely responsible for "getting the word out" and for the tremendous growth in OC becoming an even more coveted destination for an ever-growing number of students.

The COVID 19 closure has been a tough time for all, but Aaron is always thinking of how he might be of help to others. His "Coffee Talks" with parents are a great example of how he does this. By allowing parents an open opportunity to make direct contact with him and his admin team, I am certain he relieved a much anxiety in many families. This does NOT a surprise me. His periodic COVID Updates, sent out to the community also help to serve the same purpose.

Aaron is aware of what is going on in the school and communicates this information to families. He attends town meetings on any subject pertaining to the school or its students.

Focus on continued business (via Zoom); exceptionally helpful organizing and leading meetings and initiatives; very visible and engaged with town administration and activities.

III-A. Engagement: Mr. Polansky supports, recognizes and engages families to make them feel welcomed at Old Colony. All families are well informed, welcomed to contribute and encouraged to reach out to the Superintendent when needed. He is available at many school functions and promotes family involvement. Every school year he continuously increases the number of organizations and community members to provide partner contributions.

III-B. Sharing Responsibility: On a weekly basis, the administrative team collaborates to streamline and communicate efforts relative to student needs. Mr. Polansky connects with families and students through visits to residential placements, handwritten notes to struggling students and meeting one-on-one to address student concerns. Monthly newsletters and school hosted events are used to regularly engage families. Supplemental material and technology, when otherwise unavailable, are provided to maximize learning.

III-C. Communication: District communication is provided through several means to help personalize frequent contact with families and solicit feedback on the best way to improve communication. Although not a diverse population, the Superintendent-Director has introduced opportunities for students and staff to learn about other cultures through guest speakers and a city school exchange program.

III-D. Family Concerns: The Superintendent-Director provides support and is a model for administrators and instructors to be proactive in outreach efforts for struggling students. He expects all students to be treated as individuals.

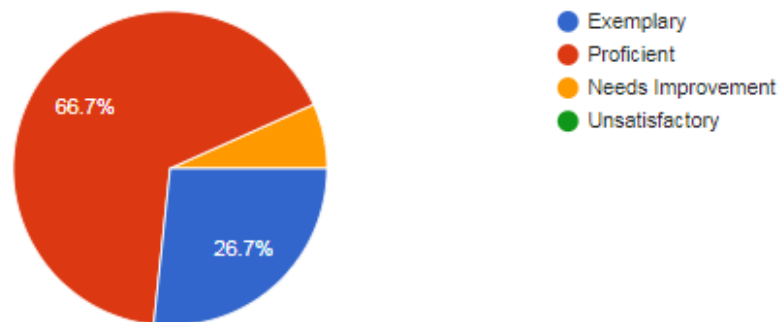
This was a difficult standard for me to rate, as many of the areas are proficient, as far as family engagement, meetings, social media contacts, open houses, tours etc. However a part of this standard includes cultural proficiency, and though there were access to events (Dr. Brown, and school exchange experience, seniors' access to Dr. Brown's presentation) the area of Cultural Proficiency may be more impactful if it were addressed more ongoing, like through curriculum, as flash points don't always have lasting impact.

Paramount to this standard is the need for clear and consistent communication. Aaron does not hesitate to establish partnerships that will help promote the mission of the school and the ultimate success of its students. His ability and comfort with various mediums of communications leaves those interested in OC with multiple avenues to gain knowledge of our district. Building bridges beyond the local communities brings OC recognition at the state and beyond level.

Aaron uses all methods to communicate the OC success story. He has brought positive local, regional and national attention to our school. Far beyond what I would have thought possible.

Standard IV - Professional Culture: The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a district wide culture of reflective practice, high expectations, and continuous learning for staff.

15 responses



Committee Majority Rating: Proficient

Comments pertaining to Standard IV:

Grievance this year where more than in years past. Other issues that arouse from staff members.

Notwithstanding my comments below, there was one event where I would suggest Aaron give more scrutiny and analysis...to the black and white contract language before rendering a decision: that of grievances. After we reviewed all the facts involved, it was clear that I disagreed with his interpretation on the lacrosse coach's hiring issue. I think a closer review of the language would have led Aaron to the same decision.

Yes, “nurturing and sustaining” are two words that come to my mind when I think of Aaron Polansky. From early morning, Aaron’s CALM program (on FB) encourages us all to meditate—to help each of us ease our minds of the stresses in our lives so we can start our day on the right foot.

Once again this year, the faculty input survey tells a great deal about how successful Aaron has been in getting the vast majority of the faculty to buy into his plan to promote learning and growth for students, faculty, and all of the OC Community. The pie-chart visuals are highly impactful when analyzing his impact on staff and school.

He nurtures us by providing an unflagging stability in our OC lives. He’s kind. He’s informed and informative. He’s caring. He thinks—before he speaks, to be sure he’s acting on best information, best practices, and what’s best for all!

Madison Park. Almost daily email briefings. Personal phone calls when news is critical or important. Extraordinary relationship with students, staff, faculty, parents, partners, community.

IV-A. Commitment to High Standards: The Superintendent-Director promotes a shared commitment to high standards of teaching and learning. The offering of enrichment and remediation programs shows

his commitment for continued improvement. The mission and core value flyer was a unique way of getting the message out. Meetings are well planned with a clear purpose, focused on important matters and participants contribute regularly.

IV-B. Cultural Proficiency: Mr. Polansky helps develop and implement culturally sensitive policies and acknowledges the diverse backgrounds, identities and challenges of staff and students.

IV-C. Communications. The Superintendent-Director demonstrates strong context- and audience-specific interpersonal, written, and verbal communication. I follow him and other staff on Twitter which keeps me current on what is happening at the school. The weekly Alumni Profile highlighting the careers of former graduates is a great recruitment tool and a way to communicate the successes at Old Colony.

IV-D. Continuous Learning: The Superintendent-Director encourages staff to reach out and delve outside the school walls for new and creative best practices on a regular basis. Mr. Polansky is currently pursuing a Certificate in School Management and Leadership from Harvard University and participates in a multitude of cohort learning models to further his education.

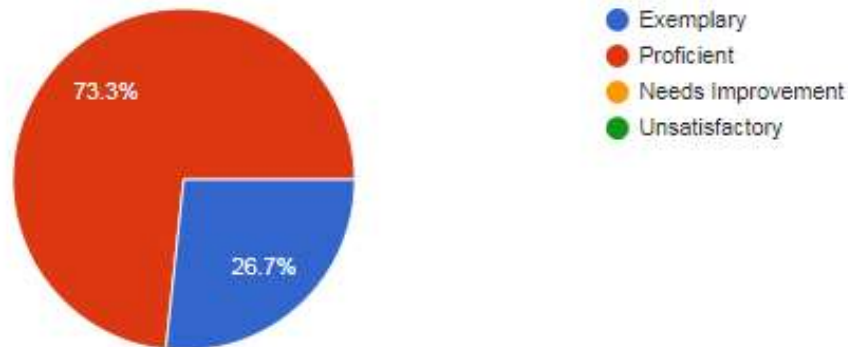
IV-E. Shared Vision: The Superintendent-Director engaged administrators, staff, and families in developing a vision and began work on the next three-year District Improvement Plan 2020-2023.

IV-F. Managing Conflict: Mr. Polansky employs a non-confrontational approach for responding respectfully and appropriately to disagreements. He is respectful of others and routinely deals constructively to address concerns in a direct and respectful manner. Building consensus was evident during the negotiations process, in faculty meetings, in District Improvement Planning meetings, Charter Review presentations, during NEASC preparations, and in budget presentations.

Comments I've experienced of staff, students and community leaders reflect this ability.

Overall Summative Performance

15 responses



Committee Majority Rating: Proficient

Comments pertaining to Overall Summative Performance:

Overall, Aaron does a very good job for the District. However, I believe this year, there were challenges the District was faced with that was not handled as well as it should have been. The role of Superintendent-Director is to be there as a leader. There were a few times where even though he may not have been the person with the expertise in the area, he still needs to be there to be the face of the District.

On another front, all votes of the Committee should be respected at all times. When the Committee decides to rule on any grievance, it is the job of the Superintendent-Director to be the steward of this information. Many times there are decisions that have to be made that are not personal but a business decision. We must remember that although the decision may have human factors attached, we only decide what is best for the District.

My wish is for Aaron to keep developing professionally. Aaron has done a very good job bringing this District into the 21st century. Aaron has done a fantastic job bringing together a dynamite administrative team. He has brought recruitment to the forefront and has caused our District to be no longer be the jewel in the woods and be the diamond that I have always known it to be.

I hope that Mr. Polansky will be with our District for many years to come. Although I do feel that there are areas that need to address, I feel that overall his performance is where it needs to be for the District. I look forward to many more years of seeing Aaron excel with making the District the best District in the Commonwealth.

Goal 1: I'm relatively certain that our early closing must have impacted the completion of this project. I believe it was started, since Mr. Polansky mentioned it at an SC meeting in the fall.

Goal 2: IF Aaron's educational training had been at a school of lesser quality than Harvard, I might have been inclined to grade him at the "Met" level. However, since he chose from among the most challenging schools, AND that he has completed two instead of the one scheduled course, I feel that he has earned a grade of "Exceeded."

Goal 3: As he so often does, Aaron is handling three delicate and complex tasks simultaneously, with transparency and precision. In an effort to clarify our District Agreement and help align it with two separate but connected issues, (Freetown's member status along with our upcoming request for SBAB assistance), Aaron led our committee and the five member towns to change the District Agreement in a transparent, fact-based manner that made the reasons for doing so clear—all the way through the Town Meetings' votes. This process could easily have broken down at any point along the way, but Aaron made sure that his usual transparent agenda and timeline made sense and were explained well ahead of time so everyone knew our direction and goal. He listens. He thinks. He formulates a plan, and then he acts.

After the District Agreement hurdle was cleared, he took on the next challenge (Freetown's member status) in the same manner: open, transparent, and inclusive, so that everyone could be clear why we were pursuing it: to clarify how we would approach our request to the MSBAB for our soon-to-be requested expansion of our building and curriculum offerings and provide for more students' educational opportunities.

Please understand that each of these goals were inter-dependent to a large degree and the collapse of one could easily impact one or more of the others. In each case, Aaron laid out a clear, common-sense path and explanation for why the changes were needed, including state requirements, student, parent, and member-town community needs. Aaron has handled each challenge with skill and they are each on schedule to be decided and resolved in a timely manner...thanks to his leadership.

Goal 4: Using Facebook as a launch point, Aaron instituted a series of daily meditation exercises, designed to help community members, especially students, deal with daily stress. While it was in place before the COVID 19 shutdown, it is likely of even more use now.

Thinking out of the box, Aaron initiated a school exchange visit between OC students and Boston's Madison Park Vocational HS which has a widely diverse population. Sadly, the plan had to be cut short, but the plan was in place at Aaron's direction. I have no doubt that, once we get back to "normal," Aaron will work to continue this great idea, to improve OC's multicultural awareness and global citizenship opportunities.

Goal 5: Aaron uses input from many sources to constantly update our District Improvement Plan. Among them are: the NEAS&C Report, the LAUNCH Program, partnering with the Greater NB Workforce Investment Board, BCC to offer students greater and earlier opportunities, UMassD Early College

Engineering Program (to create a fast track to Eng. degree), and the Johnson & Wales Early Enrollment Plan.

Aaron has also instituted “paired observations” in evaluating teachers to offer a wider perspective and greater opportunities in the evaluation process.

The superintendent clearly sets high standards for all, but, I’m happy to see that he continues to use Maslow’s and Bloom’s educational philosophies with everyone. Aaron pushes himself and models high standards for others by writing (some of which has been published) and speaking in multiple venues, always looking to better himself and help others.

Goal 6: Please see explanation in Goal 3.

Closing Statement: While he would never mention it, Aaron received a very prestigious award: The MIAA Sportsmanship Award. Kudos to you, Aaron!

Aaron is human...in the best sense of the word! Even if/when he makes a mistake, he immediately owns it, and, more importantly, sets about to instantly resolve it. He is his own worst critic...but in a very positive way. He wants to ferret out any possible weakness in his thinking and actions before they manifest themselves in any problem that might impact our OC community. For that and many other reasons, I hold Aaron in the highest regard, both as a person and a superintendent.

Aaron has exceptional transparency with students, teachers, administrators, and school committee members, and is always looking for ways to improve all aspects of the learning process. He does this by improving himself through training and an openness to change.

I thank and commend Mr. Polanski for his diligence and the concern he has expressed for the whole Old Colony family, from the students and their families, the staff, the school committee members, especially during this covid 19 crisis. He has kept everyone informed of the directions taken to continue the students’ education over remote studies and their well-being to offering help and assistance to every one of us no matter what we needed or required.

- Mr. Polansky is a strong communicator, inspirational speaker, and possesses self-confidence.
- He encourages feedback and constructive criticism from staff and school committee members.
- Much of the evidence for this year’s evaluation was repetitive from the year before. I was looking for further evidence to show professional growth over the last 4 years. Would like to see more evidence in the areas of Instructional Leadership and Professional Culture.
- There was no mention of action taken after a data breach which was a major occurrence during this school year. Although some may have seen his attendance at an out of state conference several days after the breach as a misstep in the handling of the situation, Mr. Polansky didn’t make excuses but took corrective action to improve the situation. During his short absence, subordinates were provided daily guidance and support when needed. He remained in constant communication with the Technology

Specialist and Business Manager. Unfortunately when it came time for the School Committee to make financial decisions on moving forward, his absence at a critical meeting was strongly felt.

- He embraces and uses technology to enhance education and communication with students, family, staff and community leaders.

- Mr. Polansky is committed to growing and moving Old Colony RVTHS to the next level. The submission of a Statement of Interest to the MA School Building Authority is an enormous undertaking which has never been done since the school's inception.

- His work with the Charter Review Subcommittee and discussions with our five member towns about bringing Freetown in as a member town requires a good communicator like Mr. Polansky. His leadership is critical to the success of this plan.

Overall, a good job during a challenging year.

I enjoy your positivity and upbeat outlook, and you are evidently working hard to improve the view of Old Colony to everyone, thank you. Though your overall rating is proficient, it would be refreshing to see some areas of 'still needed' growth when presenting your data, as well as discussing areas where there may have been some setbacks (Cyber security for example). Keep up the good work!

If possible I'd like to add a few very verys before the word proficient; I do so in the belief that the category exemplary should be reserved for the truly extraordinary. I believe we have seen glimpses of the exemplary in Aaron but to categorize his total package of effort as exemplary would be premature. With a solid and inspired (as well as inspiring) administrative team in place, Old Colony flourishes. Our successes celebrated, our potential at times appears limitless and the population clamoring for admittance continues to skyrocket. These are exciting times, one that must be managed prudently and judiciously. Aaron has taken us where few could have imagined just a few years ago and I look forward to observing this performance evaluation move to the more consistent exemplary rating as we and more importantly he navigate the future of Old Colony. In the interim I could not be prouder of our Superintendent-Director, the Administrative Team, Staff and Students of the "Little Gem in the Woods" of Rochester.

Documentation provided substantiate my conclusions.

In my view Aaron has been terrific leader. He's open honest extremely approachable will talk to you about anything. I think there's some big things on the horizon for Old Colony and I believe with Aaron at the helm we will be guided in the right direction

Aaron in his short time at Old Colony has transformed this school from a small rural school to an institution where student enrollment applications now far exceed our capacity. Staff, students and Board members work together. He is deserving of an Overall Exemplary rating.

Are there areas of focus you would like the Superintendent-Director to consider as part of the Goal-Setting process for 2020-2021 or included in the 2020-2023 District Improvement Plan? If so, please share.

- The inclusion of Freetown as a member town and expanding our physical plant will be critical areas of work as we go forward. (Gary)
- I would like the Superintendent-Director to include an information technology component in the goal setting and district improvement plan. There is a serious need for improvement with respect to physical servers, networks, and data center operations in the district. Additionally, there are technology and security procedures that need to be adopted to ensure business continuity with respect to remote work/learning and disaster recovery. (Justin)
- Possibly expanding the district to include Freetown which in turn will result in building expansion. (Steve)
- Due to the current conditions facing school districts a "new normal" will have to be created. This will have to be crafted with the conditions in shop classes especially difficult. Creative and new methods will be needed to accomplish a high standard of education for the students. Even with state guide lines additional procedures and policies will be needed. Now is the time to start working on these. (Don W)
- Assessment and Data-Informed Decision Making under Standard I: Instructional Leadership. Commitment to High Standards, Continuous Learning (Staff/Administrators) and Shared Vision under Standard IV: Professional Culture. Student Achievement. Staff Development. (Nancy)
- While we tend to concentrate on bringing Freetown into the District, we need to likewise focus on the enhanced curriculum. This will drive our facilities plans -- what labs, shops, classrooms, resources, and expert staffing are needed for the curriculum additions. And to target specific trades or skills, we should aggressively poll our member towns plus Freetown as well as industry experts. We could learn from other voc-techs which programs are growing and what students demand. We might learn from our nearby colleges which curricula are most attractive and best prepare students for college. (Don F)
- Freetown, Freetown, Freetown. Union relationships. (John)
- Focus on the Special Services Department growth w/ measurable goals. Accommodating for diverse learners is so much more than catching kids "at risk" and mitigating the risk of failure. It is more than kids with a learning deficit. It's about identifying and MAXIMIZING their growth with appropriate support. We often hear from the Vocational and Academic Coordinators on initiatives and projects, nothing from Special Services. Goals that when reported back in the 2021 narrative have less of an introduction with the rubric's exemplary verbiage and more of a reflection on the growth from year to year with more specific details and specifics . (Joanne)

- It is important to continue to look at our diverse learners, our students who are on IEP's, our students who receive accommodations through 504's, and our students who are in a general education population, and require varying degrees of social emotional support to be a success story at Old Colony. (Sharon)